

Summary of Implementation Models for 1003(g) grants

Schools applying for 1003(g) to begin in the 2015-16 school year MUST choose from the models below for their chosen model.

A summary can be found below. ***Schools should review the Menus for each Model for FULL requirements and IN conditions (separate documents).***

Transformation Model	Turnaround Model	Early Learning Model	Whole School Reform Model
Model Descriptions			
<p>Transformation Model focuses on transforming the school through developing and increasing teacher and school leader effectiveness; implementing comprehensive instructional reform strategies; increasing learning time and creating community-oriented schools; and providing operational flexibility and sustained support.</p>	<p>Turnaround model focuses on a complete change of a school through leadership and staff changes and operational flexibility; measuring the effectiveness of staff; implementing comprehensive instructional reform strategies; adopting a new governance structure; establishing schedules and implementing strategies that provide increased learning time; and providing social-emotional and community-oriented services.</p>	<p>Early Learning Model focuses on transforming the school through establishing or expanding a high-quality preschool; developing and increasing teacher and school leader effectiveness; implementing comprehensive instructional reform strategies; and providing high-quality, job-embedded professional development for staff.</p>	<p>Whole-School Reform Model focuses on implementation of an evidence-based improvement strategy in partnership with an external provider, as well as focusing on change through addressing school leadership; teaching and learning in at least one full academic content area (including professional learning for educators); student non-academic support; and family and community engagement.</p>
IN Conditions for All Models			
<ul style="list-style-type: none"> • A required year of pre-implementation/planning in which principal effectiveness will be reviewed prior to full implementation in year 2 and every year of the SIG grant. This is an IN condition for ALL models, except closure, for SY 2015-2016. • Providing the principal with a mentor • LEA must provide the principal: <ul style="list-style-type: none"> • control over people, time, program, and dollars • an opportunity to present updates and progress to the local school board at least twice a year in a pre and post manner • LEA must have in place the following pieces to demonstrate how they will provide effective oversight and support for implementation of interventions in their school(s): <ul style="list-style-type: none"> • Defined district role in the school SIG planning process • Designated central office staff member to be part of the SIG process • Written support and commitment from local teacher’s association regarding flexibility for SIG implementation • Monthly monitoring of SIG programming and implementation • Evaluation System for programming and implementation of SIG 			

- Data review plan
- Special Populations review plan
- Fiscal monitoring plan
- Timeline and responsible parties for all above plans

Individual Model Requirements

The Transformation Model requires:

- replacement of the principal
- redesign of the current leadership structure in the building
- use of a teacher evaluation system which takes student growth into account as a significant factor
- providing staff with financial incentives and opportunities for leadership development
- increased learning time for students and staff
- Additionally, the Transformation Model has options for implementation around developing and increasing teacher and school leader effectiveness; comprehensive instructional reform strategies; creating community-oriented schools; and providing operational flexibility and sustained support.
- Rural schools may opt-out of ONE transformation principle. See guidance document for more details.

The Turnaround Model requires:

- replacement of the principal and 51% of the current staff
- redesign school leadership structure to provide appropriate operational flexibility
- use of a teacher evaluation system which takes student growth into account as a significant factor
- providing staff with financial incentives and opportunities for leadership development
- increased learning time for students and staff
- Additionally, the Turnaround Model has options for implementation around job embedded PD; comprehensive instructional reform strategies; using data; providing appropriate social-emotional and community-oriented services and supports for students; and providing operational flexibility and sustained support.
- Rural schools may opt-out of ONE turnaround principle. See guidance document for more details.

The Early Learning Model requires:

- replacement of the principal
- principal professional development in early learning
- HQ staff – licensed teachers with BA in early childhood education or related field with State-approved alternate pathway
- use of a teacher evaluation system which takes student growth into account as a significant factor
- increased learning time for staff;
- a child-to-instructional staff ration of no more than 10 to 1
- class sizes of no more than 20
- full-day programming
- An age- and developmentally-appropriate curriculum and assessment system that is used to guide practice, improve programs, and inform kindergarten readiness
- Development of a kindergarten transition protocol and regularly share with parents and families
- Teachers intentionally and regularly communicate learning objectives to families which are aligned to IN Early Learning

The Whole-School Reform Model requires:

- implementation of a USED approved model
- partnership with a reform model developer
- replacement of the principal
- redesign of the current leadership structure in the building
- addressing teaching and learning in at least one full academic area (including PD for educators)
- Additionally, the Whole-School Reform Model has options for implementation around comprehensive instructional reform strategies; creating community-oriented schools; and providing operational flexibility and sustained support.

		<p><i>Foundations – via newsletters, parent events, etc.</i></p> <ul style="list-style-type: none"> • <i>Additionally, the Early Learning Model has options for implementation around developing and increasing teacher and school leader effectiveness; comprehensive instructional reform strategies; creating community-oriented schools; and providing operational flexibility and sustained support.</i> 	
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Other Model Options and Descriptions

Restart Model	Closure Model
<p>An LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. The rigorous review process must include a determination by the LEA that the selected charter school operator, CMO, or EMO is likely to produce strong results for the school. In making the determination, the LEA must consider the extent to which the schools currently being operated or managed by the selected charter school operator, CMO, or EMO have provided strong results over the past three years (or over the life of a school if less than three years) including:</p> <ul style="list-style-type: none"> • Significant improvement in academic achievement for all groups of students • Success in closing achievement gaps for all groups of students • High school graduation rates, where applicable • No significant compliance issues, including the areas of civil rights, financial management, and student safety <p>A restart model MUST enroll, within the grades it serves, any former student who wishes to attend the school.</p> <p>Restart would be funded for up to five years. SY 2015-2016 must be the planning year.</p>	<p>School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are <i>higher achieving</i>. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>School closure would be funded for the planning year in SY 2015-2016.</p> <p>Funding Possibilities could include, but is not limited to:</p> <ul style="list-style-type: none"> • Parent and community outreach • Expansion of programming at schools within LEA that will be taking on students • Closure of building

